Knowledge Management Practices in EFL Classroom in Indonesia (A Potential Case Study at Higher Education)

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Abstract: The most intriguing issue to study in the area of industries is knowledge management. Knowledge management (KM) is currently not only a pivotal role in the company area but also in the education practices. The central focus of this study is to investigate the knowledge management practices in the English as a Foreign Language (EFL) classroom in higher education in Indonesia. The students of English Literature study program Faculty of Languages and Literature and the students of English education at Graduate Program State University of Makassar are the subjects of this study. This study employs SECI model from Ikujiro Nonaka and Hirotaka Takeuchi (1995). SECI model is started with socialization in which the tacit knowledge transfer exist from individual to others in the organization, followed by externalization, combination, and internalization. This study reveals that knowledge sharing, knowledge creation, and knowledge acquisition of EFL students in the EFL classroom setting at higher education are low. The implication of this study is that the educational practitioners at macro level, faculty members at the university, teachers and students at school need to employ SECI model in the EFL classroom to create tacit and explicit knowledge, to acquire tacit and explicit knowledge, and to share tacit and explicit knowledge.

Keywords: Knowledge management, SECI model, EFL classroom, Indonesia

1 INRODUCTION

Currently, higher education institutions are facing lots of problems, especially their academic performance and facilities. As one of the oldest social institutions, universities are facing enormous pressures to change, especially dealing with their pedagogical program, relationship to other social and political structures (Smith, et al., 2006).

One of the changes that should be prioritized in the academic performance at all university levels in Indonesia today is the quality of the students and alumni. The quality of university alumni tend to show low competences in their disciplines. The quality of the students and the quality of teaching – learning process in the classroom setting are determined by a wide variety of elements.

The most intriguing element is the role of the faculty members (lecturers) at higher education to employ good method in transferring knowledge to students. This is because lecturers take very vital role in enhancing students' knowledge.

Therefore, higher education in Indonesia is very much hope to adopt the learning management as the industrial company implemented. In the international context today, the large organizations (industries) have become learning organizati

Learning organization is generally defined as a process by which individuals and organizations gain new knowledge and insights to change their behavior and actions which is traditionally divided into the cognitive (intellectual), affective (emotional), and psychomotor (physical) domains (Marquardt, 1994). One of concerns of learning organization is knowledge management which focuses on knowledge creation, knowledge acquisition, knowledge sharing, knowledge storage, and knowledge use.

The objective of this study is to investigate the knowledge management practices in the EFL classroom at higher education in Indonesia.

2 REVIEW OF LITERATURE

2.1 What is Knowledge Management (KM)?

In everyday life, someone who will solve the problems he or she needs knowledge. Knowledge and problems are illustrated as two sides of coin which are intertwined each other. If someone will survive in his or her environment, knowledge is important. If organization needs to manage, change, and compete to others, it needs knowledge. Knowledge is the energy of all individuals in organizations, including higher education. Meihami, Baahram and Meihami, Hussein (2014) argue that knowledge is a powerful tool that can change the world and innovation made possible.

Therefore, in learning organization, Nonaka in Marquardt (1994) sees organizational learning as a pattern that starts and ends with the knowledge of the individual. He argues that sharing of that knowledge throughout the organization is the nutriment that feeds the organizational learning loop. He then identifies four patterns that cause organizations to learn.

- Tacit to tacit
- Explicit to explicit
- Tacit to explicit
- Explicit to tacit

According to Nonaka, et al. (1995) in Munir (2008) explicit knowledge and tacit knowledge can be expressed with the following formula:

Knowledge = Explicit knowledge + tacit knowledge

Explicit knowledge can be expressed in words and number, and can be expressed in form of scientific formula, specification, standard operating procedure, chart, manuals, and so on. This type of knowledge can be shared from individual to other individu formally and systematically. On the other hand, tacit knowledge exists in human's mind, it is very personal and difficult to be formulated. This makes it difficult to communicate to other people. Personal feeling, intuition, body language, physical experience, rule-of-thumb are all categorized as tacit knowledge (Munir, 2008). The table 1 below illustrates the classification of tacit and explicit knowledge.

Tacit Knowledge (Subjective)	Explicit Knowledge (Objective)
Knowledge of experience (body)	Knowledge of rationality (thought)
Simultaneous knowledge (here and at this moment)	Sequential knowledge (there and at that moment)

Analog knowledge (Practical)	Digital knowledge (theory)

Table 1. Differences between two types of knowledge (Nonaka and Takeuchi in Munir, 2008)

Knowledge can be grouped in a variety of ways. Munir (2008) illustrates that the popular taxonomy distinguishes between tacit and explicit, general – context specific, and individual collective. She also categorized knowledge based on its type, declarative (knowledge about), procedural (know-how), causal (know-why), conditional (know-when), and rational (know-with). Another category is core knowledge, advance knowledge, and innovative knowledge.

As additional information, Machlup in Munir (2008) differentiate knowledge into three types, knowing that, knowing what, and knowing how. On the other hand, Quinn in Munir (2008) differentiate knowledge into four levels, know-what, know-how, know-why, and care-why.

Knowledge is not enough if individual or organization will change and compete with others. Knowledge should be well organized or managed and in the large or multinational companies, this concern is so called knowledge management (KM).

Tannebaum (1998) in Ismail Nawawi (2012) gives definition of KM as follows:

a. KM covers collection, arrangement, storage, and access of information to build knowledge, to use knowledge with appropriate information technology, e.g., computer to support KM.
b. KM covers knowledge sharing. Without knowledge sharing, knowledge management effort will fail.
c. KM is people's knowledge. Organization needs competent individuals to understand and to use information effectively.
d. KM is related to organization effectiveness improvement.

From a variety of definitions about KM, the very simple definition revels that KM is multidiscipline approach to achieve organization objective by using best knowledge and the KM activity and initiative always involve lots of resources, namely man, process, infrastructure, culture, and technolog (Soesatyo, Budy. J, 2013).

Knowledge management enables individuals, teams and entire organizations to collectively and systematically create, share and apply knowledge to achieve their strategic and operational objectives (North, Klaus and Kumta, Gita, 2014). They add that knowledge management contributes to increasing the efficiency and effectiveness of operations on the one hand and to innovate and change the quality of competition on the other. The aim of knowledge oriented management is to generate knowledge from information and convert this knowledge into a sustainable competitive advantage that can be measured as success in the business (North, Klaus and Kumta, Gita, 2014). In view of this, North, Klaus and Kumta, Gita (2014) argue that knowledge management is comprised of the following tasks and purposes:

- Acquiring knowledge: Ensuring that the information and knowledge necessary for business development and business processes is available.
- Creating knowledge: Ensuring that the knowledge is developed in the most suitable place inside or outside the company and that it leads to innovation.
- Sharing and using knowledge: Ensuring dissemination, learning and optimum use of knowledge.
- Learning: Ensuring that the organization and each of its employees is able to learn and to reflect as well as apply what is learned.
- Protecting knowledge. Knowledge is an asset and its value needs to be protected by keeping it updated through contributions from people.

2.2 Why KM in EFL Classroom?

Nowadays, KM is not only implemented in the industrial organization, but it is also employed in higher education institution. In a book entitled "Successful Implementation of KM in Indonesia by Dunamis Publishing (2013) reveals that there are 20 organizations, either from business companies in various products or services to university, and as stated in the book that Bina Nusantara (Binus) University is one of universities in Indonesia that is successful in KM implementation.

In educational practices, there have been little research reports on KM implementation in the classroom setting, either in secondary schools and universities. LEE, Chi-Lung, et al., (2010) reported that knowledge management systems, or KMSs, have been widely adopted in business organizations, yet little research exists on the actual integration of the knowledge management model and the application of KMSs in secondary schools. In their research, LEE, Chi-Lung, et al., found that KMSs is not only facilitates the externalization and combination of knowledge and effectively keeps the objectives of knowledge sharing in focus, but it also promotes inter-member interactions and they therefore suggested that KMS in educational organizations needs to evaluate and introduce.

In Indonesian context, there was no research report in English as a Foreign Language (EFL) classroom, even in classroom practices at all in Indonesian educational practices from elementary schools to tertiary levels.

In educational theories and practices in the classroom setting, there are a wide variety of methods and approaches employed by the teachers and lecturers. One of those approaches is cooperative learning, which has lots of types, namely Student Team Achievement Division (STAD), Think Pair and Share (TPS), Jigsaw, and so on. In the language pedagogies, EFL classroom need to integrate the classroom activities in new learning scenario with KM.

Therefore, the types of cooperative learning can be incorporated with KM in the classroom setting in various subjects at schools and universities. As stated in KM as proposed by Nonaka and Takeuchi in Nawawi (2012), *Socialization, Externalization, Combination,* and *Internalization* which so called SECI Model.

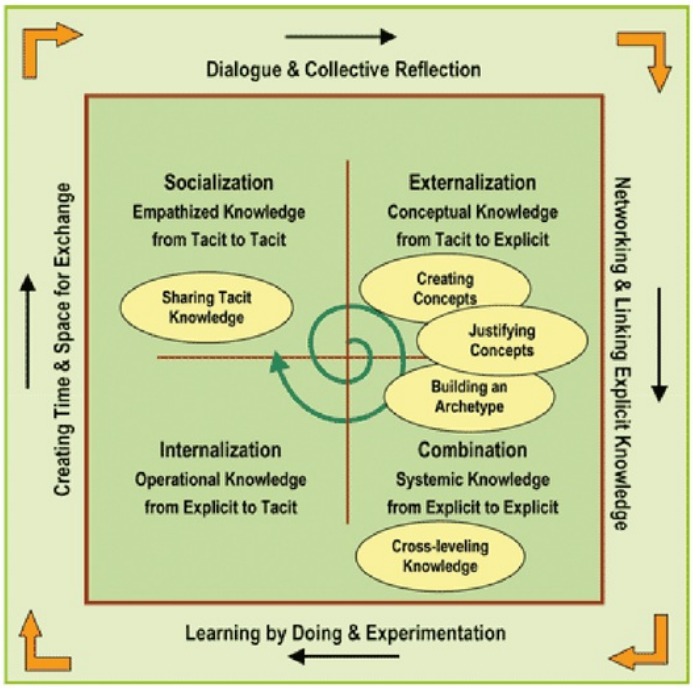

Figure 1. The SECI Model (Nonaka dan Takeuchi)
form www.wissensstrukturplan.de in Weda (2014)

Nonaka and Takeuchi (1995) in North, Klaus and Kumta, Gita (2014) assume that knowledge is created through the interaction between tacit and explicit knowledge by four different modes of conversion as shown in Fig. 2. The explanation of all four ways of knowledge conversion as they are the basis for value creation is therefore presented below (Nonaka and Takeuchi (1995) in North, Klaus and Kumta, Gita (2014).

Socialization: From Tacit to Tacit Knowledge The conversion from tacit knowledge of one person to tacit knowledge of another person is called socialization. It is a process of sharing experiences and thereby creating tacit knowledge such as shared mental models and technical skills. Socialization takes place when an apprentice observes a master, when a newly hired consultant is integrated into a project group and learns through observation, imitation and practice. Shared experience is the key of socialization and of value creation in knowledge based organizations. The mere transfer of information will often make little sense if it is abstracted from the associated emotions and specific contexts in which shared experiences are embedded.

Externalization: From Tacit to Explicit Externalization is the process of articulating tacit knowledge into explicit concepts. Externalization happens when we describe a manufacturing process for the purpose of an ISO 9000 certification. In management consulting for example, externalization takes place when a project profile is written in order to provide specific information on project development and lessons learned as a basis for future similar projects. Many firms have these type of lessons learnt on databases. Since externalization reveals only a part of the tacit knowledge, it is good not to rely exclusively on these written statements but enable e.g. consultants who have to plan a new project to get a personal contact with those who have carried out similar projects before. Similarly, a real process will always differ from the formal project description. Externalization is the basis for reflecting experiences, for formalized learning processes and ultimately for standardization and process improvement.

Combination: From Explicit to Explicit Knowledge Combination refers to the conversion from explicit knowledge to explicit knowledge. Individuals exchange and combine knowledge through documents, meetings, communication networks. They reconfigure existing information through sorting, adding, combining and categorizing of explicit knowledge which may lead to new information. In consulting, for example, different presentations are combined and reconfigured for the purpose of a sales presentation to a new client. The combination of explicit knowledge to explicit knowledge often follows an economics of reuse and is also the basis for a cumulative innovative strategy the products and processes are improved incrementally.

Internalization: From Explicit to Tacit Knowledge Internalization is the process of embodying explicit knowledge in tacit knowledge. It is closely related to learning by doing. A service engineer, for instance, reads an operating manual in order to program electronic equipment. A great part of our formalized learning processes happens by internalization. According to Nonaka and Takeuchi's model, knowledge creation is a continuous and dynamic interaction between tacit and explicit knowledge which happens at the level of the individual, of the group, of the organization, and between organizations.

LEE, Chi-Lung, et al (2010) propose procedures of the knowledge management process model for schools, which include knowledge generation and acquisition, knowledge sharing, and the SECI model: externalization of knowledge, internalization of knowledge, socialization of knowledge, and combination of knowledge as revealed in table 2.

Table 2. Procedures of the Knowledge Management Process Model for Schools

Procedures of Knowledge Management	Description	Corresponding Knowledge Transfer Behavior
Knowledge and Acquisition	The knowledge construction team generates working knowledge by writing digital work reports and promotes "externalization" and documentation of tacit knowledge. The effort is integrated into the daily routine, saving the members from extra work. The combination of a knowledge construction team and digital work reports helps a school acquire professional and accurate knowledge.	Externalization of knowledge
Sharing and communication of knowledge	Through a KMS, the documented knowledge is announced and shared. An environment that allows the "internalization and socialization" of inter-member discussions and observations is provided. In order to provide the school with the necessary correct knowledge, the senior knowledge managers determine what knowledge is to be shared, and these documents are only shared after being approved by the knowledge management team. This helps avoid the distribution of incorrect or redundant knowledge and helps the community focus on the key objectives of knowledge sharing.	Internalization of knowledge Socialization of knowledge
Application and evaluation of knowledge	In this stage, knowledge users can "combine" the knowledge and apply it to actual practice by integrating the published knowledge documents. The approved knowledge is evaluated by an online voting and discussion mechanisms, which allow users to evaluate and comment on knowledge documents. The knowledge management team may check the click rate or response rate of the knowledge documents. They may also check the knowledge users' online polling to determine the status of knowledge application and review comments. This mechanism provides information on how the knowledge management strategy should be adjusted.	Combination of knowledge
Knowledge compilation and feedback	After the KMS has operated for some time, the knowledge managers regularly compile the important and critical organizational knowledge as e-newsletter and send them to all the members as feedback to actively "combine" knowledge. Knowledge compilation allows the combination of knowledge in a sophisticated and professional manner. This mechanism also increases the	Combination of knowledge Internalization of knowledge

	knowledge construction team's motivation to write the digital work reports, thus achieving the objective of writing the knowledge documents. This improves knowledge users' level of participation, prompts them to review and "internalize" existing discussion or documents, and helps them focus on the objectives of knowledge sharing.

3 METHOD

3.1 Participant

To explore knowledge management practices in the EFL classroom, the author conducted research on this topic at undergraduate program and graduate program at State University of Makassar in Indonesia. There were eighty English learners as participants of this research. There were two classes or sixty students from English Literature Study Program, Faculty of Languages and Literature State University of Makassar and one class or twenty students from Teaching English as a Foreign Language (TEFL) Study Program of Graduate Program State University of Makassar in 2015/2016 academic year as revealed in table 2.

Table 3. Participants' Information

Program	Major	Semester	N	Gender
Undergraduate Program	English Literature	2nd	51	11 males, 40 females
Graduate Program	TEFL	3rd	15	5 males, 10 females

3.2 Instrument

The instrument of this research is open ended questionnaire consisting of Likert scale and showing 23 5-point Likert type questions about knowledge management practices in EFL classroom (see the appendix). All Likert scales were scored from 5 (strongly agree), 4 (agree), 3 (Neither agree nor disagree), 2 (disagree), 1 (strongly disagree).

3.3 Procedure and Analysis

The questionnaire items were written in Indonesian. This means to give opportunity to students or participants respond the questions easily and comprehensively, especially for the opened questionnaire. The data obtained from the questionnaire then tabulated and analyzed using IBM Statistical Package for Social Sciences (SPSS) Statistics Version 20 to see descriptive statistics. Additional information obtained through open questionnaire is coded and analyzed to find out the knowledge management practices in EFL classroom at higher education.

4 FINDING AND DISCUSSION

4.1 Findings

Table 4 shows the descriptive statistics results for each item (item no. 1). From the result, we can see that the mean was lower than 4.000. This analysis based on the students' perception towards questionnaire item no. 1 in the study. This reveals that in the first factor related to students' perception on the knowledge management practices (KMPs),), the items 'In learning English in the classroom setting, classroom practices adopt benchmarking from other people, other classrooms, or other universities. This result shows that the knowledge management practices in terms of knowledge creation, for the first factor was low. On the other hand, the means of item no. 2 – no. 6 show that the results were higher than 4.000. This means that factor 2 to factor 6 of knowledge creation were high.

Table 5 reveals the mean differences of the students' perception on KMPs, especially for knowledge sharing/transfer. The results of the study indicates that there were 5 of the factors of knowledge sharing/transfer were higher than the means of other four factors. Those four factors were item no. 7, no. 10, no. 11, no. 13, and 15, while other lower factors were item no. 8, no. 9, no. 12, and no. 14. This means that the knowledge sharing or transfer among students in the classroom setting needs to be improved.

Table 6 shows the results of the questionnaire items related to students' perception on the KMPs, especially for knowledge use. The mean differences of the students' perception of KMPs are presented in a variety of means. Item no. 16 shows the means were higher than other factors in knowledge utilization. The second mean was item no. 18 "Various skills, listening, speaking, reading, and writing, learnt in the classroom setting have been employed in the classroom discussion." Item no. 17 and item no. 19 were under the mean 4.000. This symbolizes that the KMPs, especially for knowledge use needs to be improved in the classroom setting using a wide variety of activities.

As revealed in table 7, that the means show that almost all factors of KMPs, especially for knowledge storage or documentation were lower than 4.000. This evidently illustrates that the practices of knowledge management, especially for factors in knowledge storage (documentation) was low.

The overall results revealed that the top ten items (KMPs) that have been employed in the EFL classroom in higher education in Indonesia were: (KMP-4): Watching television, video, film, and listening to music using various audio equipment, (KMP-15): In learning English in EFL classroom, knowledge transfer/sharing exists from among students as learners, (KMP-16): Knowledge of language component: structure, vocabulary, and pronunciation obtained from English classroom has been used in the classroom, (KMP-5): Learning from other students who have better knowledge and skill qualification in English, (KMP-7): In learning English in EFL classroom, knowledge transfer exists among students in the classroom, (KMP-18): Various skills, listening, speaking, reading, and writing, learnt in the classroom setting have been employed in the classroom discussion, (KMP-6): Learning together with other students from other universities and participating in extracurricular activity in English learning activities, (KMP-11): In learning English in EFL classroom, knowledge transfer/sharing exists from class learning to students as individuals, (KMP-13): In learning English in EFL classroom, knowledge transfer/sharing exists from outside the classroom, and (KMP-10): In learning English in EFL classroom, knowledge transfer/sharing exists from students as individuals to other students in the classroom.

Table 4. Students' Perception on the Knowledge Management Practices: Knowledge Acquisition (N= 66)

Code	KM Practices	M	SD	Skewness	Kurtosis	Min	Max	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
KMP-1	In learning English in the classroom setting, classroom practices adopt benchmarking from other people, other classrooms, or other universities.	3.6212	.83694	-.965	.034	2.00	5.00	0	16.7	10.6	66.7	6.1
KMP-2	Attending seminars, conference, and other academic activities.	4.0758	.86488	-.885	.422	2.00	5.00	0	7.6	10.6	48.5	33.3
KMP-3	Reading a variety of printed materials, e.g., newspaper, textbooks, e-mail, and journals.	4.1061	.65934	-.115	-.647	3.00	5.00	0	0	16.7	56.1	27.3
KMP-4	Watching television, video, film, and listening to music using various audio equipment.	4.5606	.58517	-.955	-.041	2.00	5.00	0	0	4.5	34.8	60.6
KMP-5	Learning from other students who have better knowledge and skill qualification in English.	4.3485	.69043	-.877	.777	2.00	5.00	0	1.5	7.6	45.5	45.5
KMP-6	Learning together with other students from other universities and participating in extracurricular activity in English learning activities.	4.2424	.74546	-.429	-1.073	3.00	5.00	0	0	18.2	39.4	42.4

Table 5. Students' Perception on the Knowledge Management Practices: Knowledge Sharing/Transfer (N= 66)

Code	Knowledge Management Practices	M	SD	Skewness	Kurtosis	Min	Max	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
KMP-7	In learning English in EFL classroom, knowledge transfer exists among students in the classroom.	4.3333	.70892	-.851	.523	2.00	5.00	0	1.5	9.1	43.9	45.5
KMP-8	In learning English in EFL classroom, knowledge transfer/sharing exists from students to community outside the university.	3.7576	.84235	-.238	-.534	2.00	5.00	0	6.1	31.8	42.4	19.7
KMP-9	In learning English in EFL classroom, knowledge transfer/sharing exists from other organizations or communities to students at the university.	3.8030	.84525	-.238	-.534	2.00	5.00	0	6.1	28.8	43.9	21.2
KMP-10	In learning English in EFL classroom, knowledge transfer/sharing exists from students as individuals to other students in the classroom.	4.0152	.86811	-.757	.149	2.00	5.00	0	7.6	13.6	48.5	30.3
KMP-11	In learning English in EFL classroom, knowledge transfer/sharing exists from class learning to students as individuals.	4.0909	.71742	-.394	-.107	2.00	5.00	0	1.5	16.7	53.0	28.8
KMP-12	In learning English in EFL classroom, knowledge transfer/sharing exists from	3.8333	.77625	-.106	-.525	2.00	5.00	0	3.0	30.3	47.0	19.7

	other people or organizations outside the university.											
KMP-13	In learning English in EFL classroom, knowledge transfer/sharing exists from outside the classroom.	4.0455	.73237	-.313	-.330	2.00	5.00	0	1.5	19.7	51.5	27.3
KMP-14	In learning English in EFL classroom, knowledge transfer/sharing exists from classroom to other organizations or people outside the university.	3.6364	.77730	-.067	-.333	2.00	5.00	0	6.1	36.4	45.5	12.1
KMP-15	In learning English in EFL classroom, knowledge transfer/sharing exists from among students as learners.	4.5152	.58815	-.762	-.368	3.00	5.00	0	0	4.5	39.4	56.1

Table 6. Students' Perception on the Knowledge Management Practices: Knowledge Utilization (N= 66)

Code	Knowledge Management Practices	M	SD	Skewness	Kurtosis	Min	Max	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
DTP-16	Knowledge of language component: structure, vocabulary, and pronunciation obtained from English classroom has been used in the classroom.	4.4091	.70115	-.770	-.599	3.00	5.00	0	0	12.1	34.8	53.0
DTP-17	Knowledge of language component: structure, vocabulary, and	3.6970	.74358	.328	-.718	2.00	5.00	0	1.5	42.4	40.9	15.2

	pronunciation obtained from English classroom has been used in social life outside the classroom setting.											
DTP-18	Various skills, listening, speaking, reading, and writing, learnt in the classroom setting have been employed in the classroom discussion.	4.2576	.63997	-.284	-.634	3.00	5.00	0	0	10.6	53.0	36.4
DTP-19	Various skills, listening, speaking, reading, and writing, learnt in the classroom setting have been employed in daily activities.	3.8030	.70645	.030	-.442	2.00	5.00	0	1.5	31.8	51.5	15.2

Table 7. Students' Perception on the Knowledge Management Practices: Knowledge Storage/Documentation (N= 66)

Code	Knowledge Management Practices	M	SD	Skewness	Kurtosis	Min	Max	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
KMP-20	Learning material documentation (storage) in EFL classroom has been done for students' need. .	3.9091	.88972	-.494	-.411	2.00	5.00	0	7.6	21.2	43.9	27.3
KMP-21	Learning material documentation (storage) in EFL classroom has been done for other students' need, either in the classroom or other students from other classrooms.	3.7727	.78044	-.175	-.333	2.00	5.00	0	4.5	30.3	48.5	16.7
KMP-22	Material obtained from teaching and learning process in the classroom is noted in note book well.	4.1818	.74233	-.308	-1.110	3.00	5.00	0	0	19.7	42.4	37.9
KMP-23	Material obtained from in the classroom is documented in the laptop/computer or other electronic media. .	3.9848	.75432	.025	-1.216	3.00	5.00	0	0	28.8	43.9	27.3

4.2 Discussion of Findings

As stated in the results of the study that there were top ten item (KMPs) that have been employed in the EFL classroom in higher education in Indonesia as best practices in classroom management. Those were: (KMP-4): Watching television, video, film, and listening to music using various audio equipment which places the highest rank with means score 4.5606, (KMP-15): In learning English in EFL classroom, knowledge transfer/sharing exists from among students as learners which places the second rank with means score 4.5152, (KMP-16): Knowledge of language component: structure, vocabulary, and pronunciation obtained from English classroom has been used in the classroom, (KMP-5): Learning from other students who have better knowledge and skill qualification in English, (KMP-7): In learning English in EFL classroom, knowledge transfer exists among students in the classroom, (KMP-18): Various skills, listening, speaking, reading, and writing, learnt in the classroom setting have been employed in the classroom discussion, (KMP-6): Learning together with other students from other universities and participating in extracurricular activity in English learning activities, (KMP-11): In learning English in EFL classroom, knowledge transfer/sharing exists from class learning to students as individuals, (KMP-13): In learning English in EFL classroom, knowledge transfer/sharing exists from outside the classroom, and (KMP-10): In learning English in EFL classroom, knowledge transfer/sharing exists from students as individuals to other students in the classroom with mean score 4.0152.

This best practices of classroom management need to be employed in a wide variety of educational levels in Indonesia, not only at the university but also at elementary schools and secondary schools. This is because, by using knowledge management in the classroom management there are various interesting activities that can improve students' involvement and their learning outcomes in the EFL classroom.

5 CONCLUSIONS

In this study, I focus on single objective. The objective of this study is to investigate the knowledge management practices in the EFL classroom at higher education in Indonesia. The knowledge management practices in EFL classroom in higher education in Indonesia reveal that:

In knowledge creation practices, item no. 1 (KMPs-1) was low. This means that "In learning English in the classroom setting, classroom practices adopt benchmarking from other people, other classrooms, or other universities" should be improved.

In knowledge acquisition practices, item no. 2 (KMPs-2), item no. 3 (KMPs-3), item no. 6 (KMPs-6), and item no. 8 (KMPs-8) need to be improved.

In knowledge sharing practices, item no. 17 (KMPs-17) and item no. 19 (KMPs-19) need to be improved.

In knowledge storage, item no. 20 (KMPs-20), item no. 21 (KMPs-21), and item no. 23 (KMPs-23) need to be improved.

And finally, the pedagogical implications of this study is that the lecturers at higher education levels in Indonesia should employ knowledge management, in a wide variety of knowledge factors, among others are knowledge creation, knowledge acquisition, knowledge sharing, knowledge utilization, and knowledge documentation in other the students can be competent in their learning. The faculty members and educational practitioners in EFL classroom are recommended to employ SECI model in the classroom setting.

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